

Think About What You Know	<i>National Geographic Young Explorer</i> [Spring 2008] “Fly With a Butterfly” magazine
Objectives:	<p>We want students to:</p> <ul style="list-style-type: none"> • understand the term <i>accuracy</i> and apply it to their teaching book writing • write teaching books on topics that they know and care a lot about • include nonfiction visual and text features as well as written text in their teaching books
Materials Needed:	<p><i>National Geographic Young Explorer</i> [Spring 2008] “Fly With a Butterfly” magazine</p> <p>Feature/Purpose chart from previous lesson on nonfiction text features</p> <p>Poster Paper for writing talk aloud</p> <p>graphic organizer for each student</p> <p>folded “book” for each student</p>

Time	Activity
15 min.	<p>Opening of the Day and Independent Reading -</p> <p>As students enter, they will begin with 10 minutes of independent reading time. Opening - students sitting in a circle up close. Use this time to review the schedule for the day and build engagement and motivation.</p>
20 min (total)	<p>Read Aloud/Shared Reading (whole group)</p> <p>(explicit instruction) - This is where teachers connect and engage students' interest and activate and build their background knowledge, finding out what they know. Teachers use this time to think aloud, modeling and demonstrating the "inside" story of reading mentor texts. Students enter in by turning and talking and "holding" their thinking on sticky notes.</p> <p><i>Last time we met, we enjoyed this magazine called “Fly With a Butterfly.” The author was teaching us a lot about butterflies, right? We’re going to take just a few minutes to read through this magazine again to refresh our memories. [Read Aloud “Fly With a Butterfly”] This author is a specialist when it comes to butterflies! A specialist is someone who knows a lot about something and cares a lot about it. This author really knows and cares a lot about butterflies. Every person here is a specialist in something. Each one of you knows and cares a lot about something. Turn and talk about something you are a specialist in. [kids turn and talk] Who wants to share their speciality? [a few kids share] Wow! Listen to all of the interesting topics you are specialists in! I’ve got a chart here where I’m going to write what a specialist is. [bullet this list - see example at end of lesson] A specialist knows a lot about something. They care a lot about something. And they want to teach the information to others by talking and writing. So nonfiction writers teach readers what they know about a topic.</i></p>

*Do you think the butterfly information we get from this magazine is true? I agree. I don't think National Geographic would publish the information if it was wrong. Nonfiction has to be accurate. **Accurate** is another word for correct, or true. When authors write nonfiction, people expect accurate, or correct information. So when we write our own nonfiction books, we try to make the information accurate.*

I'm going to add something that I'm a specialist in to this chart paper - Snorkeling. Do you know what snorkeling is? Snorkeling is a kind of swimming sport where you wear a mask and use a snorkel to breathe while you are underwater. I like to vacation in places by the ocean, where the water is clear and full of beautiful fish. I can see those fish when I go snorkeling. I know a lot about snorkeling, I care a lot about it, and I would like to teach other people about snorkeling. So now I'm going to show you how we write our own teaching books. I'm going to make a teaching book about snorkeling. I would really like to teach other people what I know about snorkeling. When I finish writing my book, you will all know a little more about snorkeling, because my book will teach you about it! That's what nonfiction does; it teaches new information. And I will try to make sure the information is accurate. Accuracy is very important in nonfiction. Turn to each other and talk about what it means to be accurate. [kids turn and talk] So what does accurate mean? [response] Exactly. When the information is accurate, it is true and correct.

Once I model how I write a teaching book, you will get a chance to write your own. You know what? I'm not just going to write. I am also going to illustrate my snorkeling book and use some nonfiction features. I can look at our class Feature/Purpose chart to remind myself of features I can include in my teaching book. You can do the same thing when you write your teaching book.

Before I begin writing, I'm going to use my graphic organizer [see notes at the end of the lesson] to jot some notes about what I want to write about. I want to tell my readers about the equipment people use when snorkeling. I'm going to write "equipment" in this circle to remind myself to write about equipment on one of the pages. I'm going to write "safety" in this circle to remind myself to write about snorkeling safety. I also want to write about what happens when you snorkel, so I'm going to write "see fish" in this circle. I could keep going and write other ideas in these other circles, but for right now, I'm going to stop here.

First things first. On the cover, I write the title. A title is a feature that tells what the book is about. Then on each page, I'm going to write about one of the topics from my graphic organizer. Watch as I try to do it.

I think I'll call my teaching book Going Snorkeling by [author's name] [write the title and author on the cover and then turn to the first page]

On page 1, I am going to start by writing what equipment I need to go snorkeling. I'm trying to teach my readers about snorkeling, and the equipment is probably the most important thing. Without the equipment, you can't go snorkeling. I am going to write:

Snorkeling is great fun. When you go snorkeling, you need the right equipment. You need a mask, a snorkel, and some fins.

This page is mostly about the equipment you need for snorkeling, so I am going to draw those three items on the top of the page and put labels next to each of them. [draw the equipment, label the drawings, and then turn the page.]

Now I need to write about something else from my graphic organizer. I'm going to write about safety. It is important to stay safe when you go snorkeling -- or whenever you go into the water, for that matter. I am going to write:

When you go snorkeling, you have to think about safety. You always need to go with a buddy. Never alone. A buddy can help if you are in trouble.

This is accurate information about snorkeling. My illustration on the top of this page will be me snorkeling with a buddy and staying safe. I'll draw that later, when I have more time.

Now I'm going to choose another topic from my graphic organizer to write about. I'm going to write about what you might see when you are snorkeling:

Snorkeling is best when the sun is shining and the sea is clear, because you can see the beautiful fish and coral. If you are lucky, you will see fish of every color in the rainbow and maybe even a turtle!

On the top of this page, I might draw some of the many different fish I have seen while snorkeling and label them with their names. I think I'll draw a parrot fish, some coral, and a sea turtle. I have seen all of those while I was snorkeling. I will draw those after you've had some time to get started. I'm going to stop here. I can still write more pages if I want, but I have a good start now that I've written 3 pages and the cover. Turn and talk about what you noticed me doing as a writer. [give a minute to turn and talk]

Who would like to share what you saw me to do write my teaching book? [hopefully responses will be around giving accurate information, staying on topic - makes it easier for the reader to learn and remember information when one idea is on each page, adding pictures to match text-makes topic more interesting and understandable, using labels-nonfiction feature that adds to the information] *Today in small groups, you're going to get a chance to make your own teaching books.*

<p>(20 min. /group) 60 min total.</p>	<p>**Today's 3 small groups will look a little different. Students will have 2 rotations to work on their independent writing for their teaching book and then an independent reading time. They will not have a fluency group today.</p> <p>Independent Reading Students will engage in independent reading, making connections to the text, jotting down interesting words and adding to their journal.</p> <p>Small Group Instruction/Small Group Instruction - writing coaching/conferring</p> <hr/> <p>Small Group Instruction</p> <p><i>Now I'm going to give you each a chance to make your own teaching book. Have you all chosen a topic? OK, the first thing you can do is write your title - the topic that you are going to teach us about- in the center of your graphic organizer and then jot the things you want to write about, related to your topic, on the outside circles of your graphic organizer to help you get your thoughts organized. Once your ideas are down, then you can write your title on the cover page. You don't have to research for this writing, you can just write about what you already know. Remember that nonfiction writers write about what they know, and they also illustrate their books and use features to teach their readers. Are you ready to begin?</i> [Check with various kids in the group, looking to see if they've got a decent start. Check to make sure they are adding features and illustrations as well as writing. Check for inaccuracies in their writing - because it is nonfiction and it should be accurate, they may need to check another source if they have an inaccuracy]</p>
<p>15 min.</p>	<p>Recess/Snack Break</p>
<p>(15 min /group) 30 min total</p>	<p>Group 1: Take Home Selection (split groups - 15 minutes each) Two members of the team will assist students in the selection of 'just right' books to take home for the week</p> <p>Group 2: Modeled/Shared/Interactive Writing (Connected to Morning Read Aloud Book) -Teachers will use this time to teach a very short mini-lesson, which students will often apply in responding to their reading.</p> <p><i>Today during our writing time, we are going to continue working on your teaching books. For most of you, these teaching books are a "work in progress." That means that you are working on them, but you aren't finished. It's ok if you don't get completely finished with this today.</i> [triad team needs to decide if they will continue the writing the following week or just ask kids to continue their writing at home]</p> <p>[Check with various kids in the group, looking to see if they've got a decent start. Check to make sure they are adding features and illustrations as well as writing. Check for inaccuracies in their writing - because it is nonfiction and it should be accurate, they may need to check another source if they have an inaccuracy]</p>
<p>5-10 min</p>	<p>Sharing/Closing - Use this time to reflect on the day. This is a good time to suggest ways students can share their learning at home, to read a short poem or interesting text, hear student book talks and to share their own literacy by talking about what they are planning to read at home.</p>

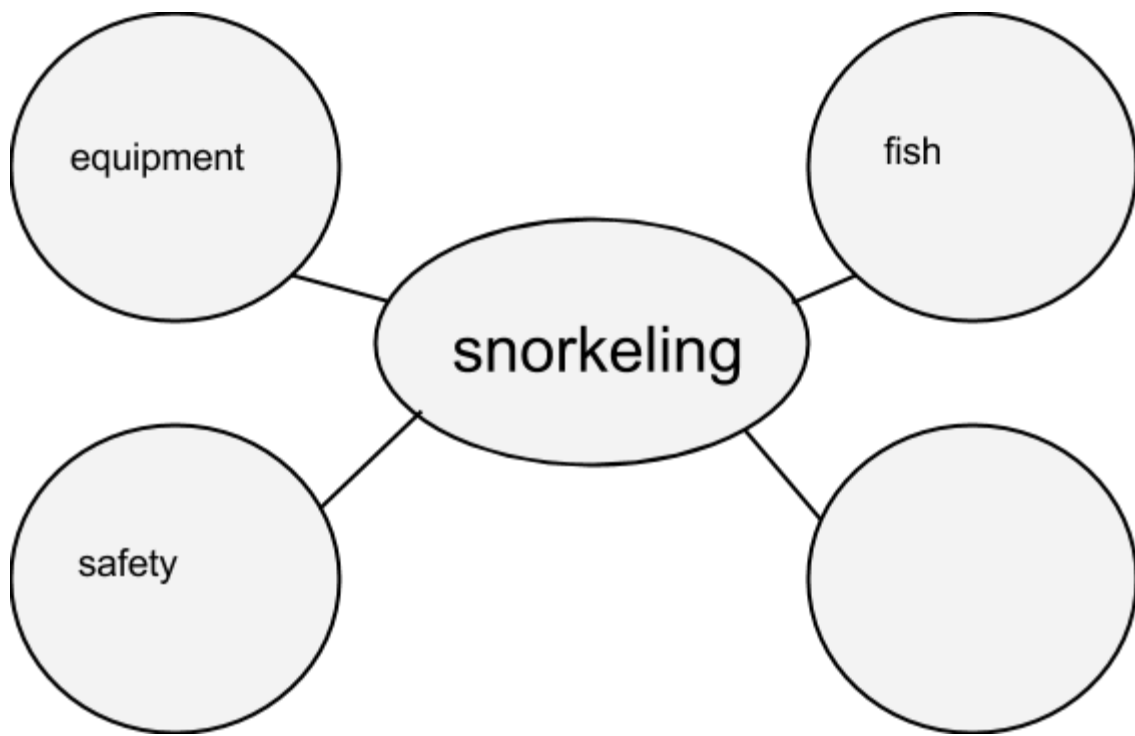
Specialist Chart

Specialists:

- Know a lot about something
- Care a lot about something
- Want to teach the information to others

My topic list:
snorkeling

Snorkeling Graphic Organizer



[Printable Web Graphic Organizer:](#) - Just click and Print or print web below

